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vibrates no longer, or is dissonant, society is ill. In the ages past, much progress has been made. To be sure, society has still its disturbances and its revolutions, but the old spirit of coterie and clanship with its bloody feuds has given place to the spirit of party, which is surely an advance towards social peace and quietude. The dialectic of social logic consists, therefore, in according and equilibrating the diverse or even antagonistic sentiments, and in substituting for them a system more stable by increasing the proportion of sympathetic sentiments at the expense of the antipathetic, which are bound up with them. The most general fact which the history of human society reveals to us is the continual increase of the social group in extent and in depth; family, tribe, city, state, federated dominion, mark the line of progress. The system of social logic tends ever to base itself upon a maximum of love and a minimum of hate. The author touches briefly on loyalty, democracy, war, glory, religion, social unions, national hatred, class hatred, domesticity, friendship, love, morality and urbanity, amusements, recreations, public festivals. Everywhere he sees the advance of that international spirit, that instinct of common desire, common ideas, common hopes, common beliefs, which are agitating humanity more and more as the years go by.

*School Statistics and Morals.* W. T. HARRIS. *School Review* (Ithaca), Vol. I. (1893), 218-225.

In this paper the United States commissioner of education tells us what the late census has to say of the relation of education to morals. Dr. Harris thinks that while the claim that the number of convicted criminals has increased must be allowed in face of the facts, the fostering of honesty, truth, temperance, fortitude, thrift, etc., in the schools has had a large share in producing the favorable moral and industrial conditions existing in the state giving the largest amount of schooling to each inhabitant.

Interesting from another point of view is W. Addis' paper: "Ten Years of Education in the United States," *Ibid.*, 339-353. Here statistics of taxation, salaries, attendance are considered.

*The Psychological Basis of Social Economics.* L. F. WARD. *Proc. Amer. Ass. Adv. Sci.*, XLI. (1892), 301-321.

The author's conclusion is that "the advent with man of the thinking, knowing, foreseeing, calculating, designing, inventing and constructing faculty, which is wanting in lower creatures, repealed the biologic law or law of nature, and enacted in its stead the psychologic law, the law of mind." The old political economy is true only of irrational animals, and is altogether inapplicable to rational man.

*The Relation of Economic Study to Public and Private Charity.* J. MAVOR. *Annals Amer. Acad. Polit. a. Soc. Sci.* (Phila.), IV. (1893), 34-60.

This is the inaugural address of the new professor of political science in the University of Toronto. Professor Mavor discusses at some length Le Play, who, in 1829, began the series of family monographs, and General Booth, whose life and labors amongst the poor of London are called upon for many illustrations. The use of economic students lies in their investigation and interpretation of conditions and facts. What we need in the study of economics to avail us in practical affairs is insight, insight, and always insight. It should not be said: "You are disobeying the